CONTENTS OF VOLUME 40

Volume 40 No. 1, October 1999

Advice to Prospective Authors v–vi

MOGENS NISS / Aspects of the Nature and State of Research in Mathematics Education 1–24

RICHARD NOSS, STEFANO POZZI and CELIA HOYLES / Touching Epistemologies: Meanings of Average and Variation in Nursing Practice 25–51

TONY BROWN, FRANK EADE and DAVE WILSON / Semantic Innovation: Arithmetical and Algebraic Metaphors within Narratives of Learning 53–70

ORIT HAZZAN / Reducing Abstraction Level when Learning Abstract Algebra Concepts 71–90

Book Review
C. Keitel (ed.), *Social Justice and Mathematics Education* (BARBARA ALLEN) 91–92

Book Review
M. Larochelle, N. Bednarz and J. Garrison (eds.), *Constructivism and Education*. (LYN ENGLISH) 93–99

Volume 40, No. 2, November 1999

Advice to Prospective Authors iii–iv

DAGMAR NEUMAN / Early Learning and Awareness of Division: A Phenomenographic Approach 101–128

PER FROSTAD / Deaf Children's Use of Cognitive Strategies in Simple Arithmetic Problems 129–153

MURAD JURDAK and IMAN SHAHIN / An Ethnographic Study of the Computational Strategies of a Group of Young Street Vendors in Beirut 155–172

LIORA LINCHEVSKI and DRORA LIVNEH / Structure Sense: The Relationship between Algebraic and Numerical Contexts 173–196

RINA ZAZKIS / Intuitive Rules in Number Theory: Example of 'the More of A, the More of B' Rule Implementation 197–209

Volume 40 No. 3, December 1999

Advice to Prospective Authors iii–iv

Acknowledgement v

ALICE F. ARTZT and ELEANOR ARMOUR-THOMAS / A Cognitive Model for Examining Teachers' Instructional Practice in Mathematics: A Guide for Facilitating Teacher Reflection 211–235

MARILYN P. CARLSON / The Mathematical Behavior of Six Successful Mathematics Graduate Students: Influences Leading to Mathematical Success 237–258

JO BOALER / Participation, Knowledge and Beliefs: A Community Perspective on Mathematics Learning 259–281

CATHERINE HOUDEMENT and ALAIN KUZNIAK / Un Exemple de Cadre Conceptuel pour L'Etude de L'Enseignement de la Géométrie en Formation des Maîtres 283–312

Instructions for Authors 313–320

Contents of Volume 40 321–322